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ABSTRACT

This hearing was held to obtain testimony on H.R. 3859, a bill to authorize assistance to the Washington Center for Internship and Academic Seminars. The Center operates a partnership program that enables colleges and universities to extend their campuses to Washington, D.C. The Center provides an academic program that combines seminars and course work with the hands-on experience of work and service in offices of Members of Congress, Federal agencies, and private organizations related to making of policy. The Center also provides students with housing in Washington, D.C. More than 15,000 college students from more than 700 colleges and universities have participated in the Center's programs. One of the Center's goals is to encourage qualified young people to enter public service. This hearing contains prepared statements by Representative William Ford, the President of the Washington Center for Internship and Academic Seminars, the Director of the Office of Federal Relations of California State University, the Executive Director of the American Association of University Women, the Executive Director of the National Commission on Public Service, and an alumnus of the Washington Center program. (JDD)

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HEARING ON H.R. 3859, WASHINGTON CENTER GRANT

ED327114

HEARING

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

ONE HUNDRED FIRST CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, FEBRUARY 6, 1990

Serial No. 101-71

Printed for the use of the Committee on Education and Labor

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HEARING ON H.R. 3859, WASHINGTON CENTER GRANT

TUESDAY, FEBRUARY 6, 1990

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POST-SECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, DC.

The committee met, pursuant to notice, at 9:30 a.m., in Room 2261, Rayburn House Office Building, Hon. Charles Hayes presiding.

Members present: Representatives Hayes, Owens, and Gunderson.

Staff present: Anne Hausmann, legislative associate; Colleen Thompson, clerk; and Michael Lance, minority legislative associate.

Mr. HAYES. The hearing will be in order. The hearing is on H.R. 3859. I call to the table the following witnesses: William M. Burke, President of the Washington Center Internship and Academic Seminars; Mr. Bruce Laingen, Executive Director, National Commission on Public Service; Anne L. Bryant, Executive Director, American Association of the University of Women; Mark Dyckman, Administrative Assistant of the Honorable Porter Goss; and Clyde Aveilhe, Office of Federal Relations of California State University.

I have an opening statement. We are here this morning to hear testimony on H.R. 3859, a bill to authorize assistance to the Washington Center for Internship and Academic Seminars.

For the last 15 years, the Washington Center has operated a partnership program that enables colleges and universities across the Nation to extend their campuses to the Nation's capital. In my own State of Illinois, 16 colleges and universities participate, involving more than 400 students. In my own district, Chicago State University participates in the Center program, and its president serves on the Washington Center Board of Directors.

The Center provides an academic program that combines seminars and course work with the hands-on experience of work and service in offices of Members of Congress, Federal agencies, private organization related to making of policy. It is a truism, but one worth repeating, that we need to encourage more of our nation's brightest and most qualified young people to enter public service.

As evidence suggests, the Center program has been successful in this regard. More than 22 percent of its alumni have chosen to enter public service. The subcommittee will be pleased to hear more about the work of the Center this morning and to explore, in

particular, why the Center should receive Federal support such as H.R. 3859 authorizes.

Because we are on a very tight schedule this morning, I ask the witnesses to summarize their testimony and limit your remarks to five minutes. This will allow us time for questions. Your entire written statement will be included in the hearing record.

I'm pleased to have with me this morning Mr. Owens. Do you have an opening statement, Mr. Owens?

Mr. OWENS. No, Mr. Chairman. I don't have a statement.

Mr. HAYES. If not, with unanimous consent, I would like to enter into the record a statement from the Honorable William D. Ford from Michigan. If there is no objection, I'd be glad to do it. Hearing no objection, that will be a part of the record of this hearing.

[The prepared statement of Hon. William D. Ford follows:]

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VOCATIONAL EDUCATION
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HEALTH AND SAFETY

Opening Statement
Honorable William D. Ford
of Michigan
Hearing before the Subcommittee on Postsecondary Education
February 6, 1990

Mr. Chairman. I am very pleased that you have scheduled this hearing on H.R. 3859, which authorizes Federal support for the Washington Center. I introduced H.R. 3859 on January 29, 1990, and it now has 19 bipartisan cosponsors.

The fifteen-year-old Washington Center is the largest independent educational organization offering internships and seminars in Washington, D.C. More than 15,000 college students from more than 700 colleges and universities in every state in the union have participated in the Center's programs. The Center provides internships in House and Senate offices, federal agencies, law firms and organizations such as the Center for Strategic and International Studies and the Children's Defense Fund. The Center also provides students with an academic program and housing in Washington. The students receive academic credit at their home institutions.

Thus, the Center has enabled colleges and universities to extend their campuses to the nation's capital and has made an important contribution to civic education. It has also awakened in many students an interest in public service careers.

2.

The Center has a special commitment to making its programs available to all college students regardless of economic, geographic or ethnic background. The Center seeks to maintain at least twenty percent minority representation in its programs and has established a Minority Leaders Fellowship Program to enable more outstanding minority students to participate in its program.

The Center's current residential and academic facilities are inadequate. There is a concern for student safety at its apartments on 16th St. in Northwest Washington, and students must frequently commute 30-50 minutes to their internship assignments. To remedy this situation, the Center is planning to build a new housing and classroom facility. It will be located just off of Massachusetts Ave., N.W. a few blocks west of Union Station near the Georgetown University Law Center. This facility will house 730 students in apartments and include thirteen class/conference rooms and a 600 seat auditorium. The total cost of the facility will be approximately $24 million.

Because of the Center's outstanding record of service to students and colleges and universities nationwide and its contribution to civic education, I believe it is wise and appropriate for the Federal government to contribute to the construction of the Center's new facility. Therefore, I introduced H.R. 3859 which authorizes appropriations of $12

3.

million to pay not more than 50 percent of the construction and related costs of the Washington Center's new student residence and classroom building.

I look forward to the testimony today from Bill Burke, the President of the Washington Center, and the other witnesses. In conclusion, Mr. Chairman, I would like to thank you again for expeditiously scheduling this hearing.

Mr. HAYES. We'll now hear the witnesses. Mr. Burke.
Mr. BURKE. Good morning, sir.
Mr. HAYES. You can start.

STATEMENTS OF WILLIAM M. BURKE, PRESIDENT OF THE WASHINGTON CENTER INTERNSHIP AND ACADEMIC SEMINARS; MR. BRUCE LAINGEN, EXECUTIVE DIRECTOR, NATIONAL COMMISSION ON PUBLIC SERVICE; ANNE L. BRYANT, EXECUTIVE DIRECTOR, AMERICAN ASSOCIATION OF UNIVERSITY WOMEN; MARK DYCKMAN, ADMINISTRATIVE ASSISTANT OF THE HONORABLE PORTER GOSS; AND CLYDE AVEILHE, DIRECTOR, OFFICE OF FEDERAL RELATIONS OF CALIFORNIA STATE UNIVERSITY

Mr. BURKE. Thank you, Mr. Hayes. My name is Bill Burke. I'm the president and the founder of the Washington Center. I'll keep my remarks brief. I want to thank you for the opportunity this morning to testify on behalf of House Resolution 3859, authorizing $12 million for the construction of a student housing and educational facility for the Washington Center.

This Federal grant will be matched by the private sector and outlayed over three years. The Washington Center has entered into an agreement with the developer for possible land here in the District of Columbia. The developer intends to build a facility for the sole use of the Washington Center. The 230,000 square foot facility has been designed to accommodate 700-plus students in a variety of apartment styles.

Ancillary space includes 13 class/conference rooms, a 600 seat state-of-the-art auditorium, administrative office space for the Center, and some small commercial space to service the students. The Washington Center will also have an option to purchase this facility in 1992. The estimated hard/soft cost, land purchases and equipment will bring the total to approximately $24 million.

The Washington Center is seeking the $12 million, as mentioned, to be matched by the private sector. Speaking on behalf of the Washington Center this morning, as you stated, I represent the Center's very constituency, agency sponsors, affiliated colleges and universities, board members and alumni.

In this order, I'm proud to introduce Mr. Bruce Laingen, Executive Director of the National Commission on Public Service; Dr. Anne Bryant, Executive Director of the American Association of University Women and member of the Washington Center's Board of Directors; Dr. Aveilhe, Director of the Office Federal Relations for the California State University; and Mr. Mark Dyckman, an alumnus of the program and administrative assistant for Congressman Porter Goss.

With that, Mr. Chairman, we can turn it over to my fellow colleagues.

[The prepared statement of William Burke follows:]

Testimony of William M. Burke
President, The Washington Center for Internships and Academic Seminars
before the
U.S. House of Representatives Committee on Education and Labor
The Subcommittee on Postsecondary Education
Hearing of H.R. 3859
February 6, 1990

Good morning. I am William M. Burke, founder and President of The Washington Center for Internships and Academic Seminars. Thank you for the opportunity to testify on behalf of H.R. 3859 authorizing $12 million for the construction of a student housing and educational facility by The Washington Center. This federal grant would be matched by funds from the private sector and outlayed over three years.

The Washington Center has entered into an agreement with a developer of a parcel of land in the District of Columbia. The developer intends to build a facility for the sole use of The Washington Center. The 230,000 square-foot facility has been designed to accommodate 730 students in a variety of apartment styles. Ancillary space includes thirteen class/conference rooms, a 600 seat state-of-the-art auditorium, administrative office space for Washington Center staff, and a small amount of commercial retail space.

The Washington Center will have an option to purchase the facility upon completion scheduled for September 1992. Hard

costs, soft costs and land purchases are estimated at approximately $22,000,000. Furnishings and equipment are anticipated to cost an additional $2,000,000. The Center cannot exercise its option to purchase the facility until it has been completed.

Speaking on behalf of The Washington Center this morning are representatives of the Center's varied constituency--agency sponsors, affiliated colleges and universities, board members and alumni-- L. Bruce Laingen, Executive Director of the National Commission on the Public Service; Dr. Anne L. Bryant, Executive Director of the American Association of University Women and member of the Center's Board of Directors; Dr. Clyde C. Aveilhe, Director, Office of Federal Relations, The California State University; and Mark Dyckman, Administrative Assistant for Congressman Porter Goss.

Mr. HAYES. All right. The next witness is Bruce Laingen.

Mr. LAINGEN. Good morning, sir.

Mr. HAYES. We'll withhold questions until the end when we hear all the witnesses.

Mr. LAINGEN. Good morning, Mr. Chairman. I'm here for two reasons, to applaud what the Washington Center is doing and has done and to support the proposed legislation as a means of further strengthening the effectiveness of that center.

I'm here in three capacities. I'm here as a private citizen, a former fed, and executive director of the National Commission on the public service. As a private citizen and as a taxpayer, it seems to me that this legislation, Mr. Chairman, represents a wise investment in public funds; granted, a time when they are short.

If there is a peace dividend lying around somewhere, I think this is a good candidate for that program for two reasons in particular, because it's an investment in a commodity that matters most of all. That commodity is our young people, the future of this country, an investment in building a stronger sense of a citizenship among some of the most promising of our young people, whatever their future career choice may be. It's a wise investment as well because it's an innovative example of public-private partnership in furthering that objective of strengthening the future of this country.

Secondly, I'm here as a former fed. I think I can speak from experience in recalling how instrumental, well-structured intern programs can be in attracting young people to consider government service as a career; thirdly, as the executive director of the National Commission on the Public Service, better known, I think, as you know the Volker Commission because Paul Volker has chaired that commission.

A major portion of the Commission's report, which we called rebuilding the public service, focuses on finding ways to encourage more of the best and the brightest of our young people to choose careers in government, to do as we suggest in the report; replenish the talent pool that government is going to need.

We sense, as I'm sure you do, that there is a growing appreciation of public service in our country. More and more of our young people on college campuses, while they are students, are involved in public service of one kind or another. We find that that does not translate easily into choices of careers in government when career choice time comes, and that for many reasons.

If that is so, that not enough of our best and brightest are considering choosing careers in government, then I think you would agree, Mr. Chairman, that we've got a problem coming at us down the road. The Commission found ample evidence to support the view that one of the best ways of building that interest is through intern programs, hands-on experience in government, in Washington, in both branches and in the private sector, the public sector, the nonprofit community, exposing young people in their intellectually formative years as students to the working of their government in this city.

They won't all choose public service careers, but many of them will because of this experience. There is no doubt in my mind that whatever their career choice may be, they will be better citizens

because of their intern experience in this program and in other intern programs in this city.

Finally, let me make specific reference to one of the Center's programs, that in which it provides financial aid to minority students who express interest in working on Capitol Hill and elsewhere in government, and to its Minority Leaders Fellowship Program that brings minority students to Washington during the summer on full scholarships, as I understand it.

Recently at a function hosted by the Washington Center, I heard Stu Eisenstadt, from the Carter Administration years, speak on what he described as the future as we go into the 90s, describing in his talk three deficits facing this country. Two of them are rather obvious, I think, to all of us, and that is the budget deficit and the trade deficit.

There is one perhaps not so obvious, to which he referred, but even more serious and that's the human deficit facing this country. Looking down the road as we do at a smaller demographic pool on which to draw, today's minorities will be those on whom the government draws for its talent and for its new employees. Tragically, for many reasons that we all appreciate but perhaps do not adequately respond to, those minorities are among the least well-equipped, academically and otherwise, to take up that role. We face a kind of human deficit that could be destructive if we don't face up to it, in terms of the capacity of our country to compete on the world theme.

Surely, it is incumbent on all of us to work to ensure that our minorities have the opportunity to prepare themselves to meet that challenge. I believe that this program and others, of course, but particularly this program that we describe and discuss this morning, is one way of meeting that challenge.

Thank you, Mr. Chairman.

[The prepared statement of L. Bruce Laingen follows:]

Testimony of L. Bruce Laingen
Executive Director, National Commission on the Public Service
before the
U.S. House of Representatives Committee on Education and Labor
The Subcommittee on Postsecondary Education
Hearing on H.R. 3859
February 6, 1990

Mr. Chairman and Members of this Subcommittee:

Good Morning. I am here as a private citizen, as a retired Federal employee, and currently as Executive Director of the National Commission on the Public Service. In all those capacities I want to endorse the purposes involved in the proposed legislation under consideration by this Committee.

As this Committee is aware, the report of the Volcker Commission, "Rebuilding the Public Service," presented to the President and Congress last year, calls for "a renewed sense of commitment by all Americans to the highest traditions of the public service." In this context the report expresses serious concern about an erosion of student interest in public life, and particularly in careers in government. If this concern is justified, and we believe there is ample evidence to support it, the nation faces a serious problem if we are to assure quality in the way government meets the needs of its citizens.

The Commission found ample evidence to support the view that one of the ways to interest young people in careers in government is through direct exposure - intern experiences while young people are in their formative intellectual years as students. Some may be turned off - government service is obviously not for everyone - but well planned intern programs can be exceedingly instrumental - both in making better citizens of our students and in attracting some of the best and brightest of them into public service careers.

It is here that I want to specifically address the ways in which The Washington Center works to build a stronger, well-respected and more effective government service. The programs of The Washington Center, of course, encompass all curriculums and extend far beyond the public service initiative. The programs do, however, relate in an effective manner to the national agenda for civic education and increased awareness on the part of our young people in public affairs matters.

One of the Center's major academic convictions is to increase young Americans' knowledge of community, national and world affairs. The Center's programs help students to clarify their own values related to public issues, foster an understanding and respect for diverse peoples and ideas, and explore and practice community and civic participation. As a result of living and working in Washington, my understanding is that 76% of the

Center's alumni became more interested in national, state, and/or local government.

This basic civic education is a result of the student's direct exposure to our nation's leaders through the Center's lecture series and through the student's actual internship experience. In this connection, in testimony before the Senate Subcommittee on Federal Services, Post Office and Civil Service in June of 1989, Patricia Ingraham, Project Director for the Commission's Task Force on Recruitment and Retention, emphasized the importance of the expansion of student internship and cooperative programs. That testimony stressed that research has shown that students are more likely to remain in public service if they participate in an internship or cooperative program. It also noted the importance of careful construction and evaluation of these internship and cooperative programs, so that both the student and the government agency can benefit.

My own impression is that The Washington Center has developed an extremely well structured program over its fifteen year history. The combination of actual work experience through the internship, and the impact of lectures and group discussions, enables the students to synthesize information and relate textbook methods to true work environments.

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The Commission's Task Force on Education and Training found ample evidence that college students today are skeptical that they can find jobs within the federal government that are challenging. Although the government provides jobs for one-fifth of our nation's work force, not enough of our brightest college graduates consider careers in the public sector in part because of this belief.

Through The Washington Center's internship program, college students can experience first-hand the challenges and decisions that executives throughout Congress, federal agencies and departments face every day. They become aware that government jobs are not just about cutting through red tape; they are about playing a major role in shaping our country's future. Students become aware that government jobs can be both challenging and rewarding.

Because of this first-hand experience, the students are more likely to pursue a career in the public sector after graduation. I understand that the Center's most recent alumni survey showed that 22% of its interns have pursued careers in politics or government.

Both the Commission and OPM's "Civil Service 2000" reports have stressed the need to attract a greater percentage of minorities to the public sector. In the upcoming decades, minorities will

represent a larger percentage of our most talented college graduates. The public sector needs to increase its attractiveness to minority groups due to the competition among other sectors for these highly qualified students.

The Washington Center currently has a scholarship program, funded through corporate donations, which gives financial aid to minority students who express interest in working on Capitol Hill and throughout the government. The Center also has a Minority Leaders Fellowship Program during the summer semester that brings minority students to Washington on full scholarships. It is the goal of this program to help prepare minority students for leadership roles in all sectors of our society. Not all of these fellows are placed in the public sector, but again, they benefit from a strong civic education and exposure to public issues.

There has been a natural trend in recent years on college campuses across the country toward voluntary service to the community. College students have become more and more active in voluntary organizations such as homeless shelters, soup kitchens, and tutoring services.

The Washington Center, too, has a specialized program for internships in the independent sector. Twenty-five students during each of the three semesters are placed in non-profit organizations throughout the Washington area. These placements are in such organizations as the American Red Cross, the National

Coalition for the Homeless, and Youth Service America. The aim of the Independent Sector program is to encourage students to return to their college campuses and communities and take a leadership role in affecting changes at the grass roots level that will benefit our society.

Through The Washington Center, students learn they can make a difference in our society. They, in turn, foster an interest in public policy decisions that affect the societal issues that they work to correct. The National Commission on Public Service shares the Center's view that these students will have a stronger tendency to consider careers in the public service once they know of the opportunities available to them within that sector.

For these reasons I have no hesitation in concluding that The Washington Center is indeed serving the national agenda and is an organization worthy of the public support encompassed by the legislation being considered by this committee. A new Washington Center facility will provide safe and economical housing and space for classrooms and staff. This much needed housing and educational facility will ensure that The Washington Center will continue to serve college students who will one day be among our nation's leaders.

SAMPLE PLACEMENTS IN THE PUBLIC SECTOR - SUMMER TERM 1989

Bureau of Engraving and Printing - Financial Management
Environmental Protection Agency - Community Relations
Federal Communications Commission
Federal Deposit Insurance Corporation
Federal Trade Commission
General Services Administration - Personnel
House District Committee
Office of Corporation Counsel
Office of Personnel Management - Affirmative Recruiting
Office of Personnel Management - Staffing Policy
Office of Technology Assessment - Food & Renewables
Public Defender Service
Securities and Exchange Commission - Economic Policy
Smithsonian - Museum Programs
U.S. Attorney's Office
U.S. Department of Agriculture - Economic Research Service
U.S. Department of Commerce - Congressional Affairs
U.S. Department of Commerce - Environmental Compliance
U.S. Department of Commerce - South America
U.S. Department of Commerce - State Initiative
U.S. Department of Education - Information Management
U.S. Department of Health & Human Services - Community Services
U.S. Department of Justice - Civil Rights Division
U.S. Department of State - Central American Affairs
U.S. Department of Treasury - Finance
U.S. Department of Treasury - Procurement
U.S. Information Agency - Book Program
U.S. Information Agency - Voluntary Visitors
U.S. Information Agency - Teacher Exchange
U.S. Information Agency - Foreign Press Center

Capitol Hill Placements

Democratic Congressional Campaign Committee
Democratic National Committee
House Republican Policy Committee
Senate Steering Committee

Office of Senator Tom Harkin
Office of Senator Bennett Johnston
Office of Senator Connie Mack
Office of Senator Donald Riegle

Office of Congressman Les Aspin
Office of Congressman William Clay
Office of Congresswoman Cardiss Collins
Office of Congressman Robert Garcia
Office of Congressman Peter Hoagland
Office of Congressman Donald Lukens
Office of Congressman Nick Mavroules

Mr. HAYES. Thank you.

Ms. Bryant.

Ms. BRYANT. Thank you, Mr. Hayes. I am Anne Bryant. I am executive director of the American Association of University Women. I have been on this board for a number of years, but also known Bill and his wife, Sheila, for 15 years as they started out this program, really as a fledgling, an idea, to be a center in Washington where students from a variety of campuses could come and study and learn and work in the Nation's capital.

I have to admit that I have been aware of many of those other programs and I think what distinguishes the Washington Center from those other programs are two things. One is that it provides housing, and we'll talk about that in a minute, which forms a center, a real place where they can work and learn with their fellow colleagues who are here. The other is that it has a very fine, sound academic program that goes with it. So I'm going to address those two issues.

I've also had, as an intern at AAUW, one of the Washington Center students, in fact two or three, one of whom we've just hired. I will tell you that the caliber of students who get into this program and who succeed in it are really very fine. As you probably know, an internship experience is not unique to the Washington Center. In fact, many of our leaders in Congress and Secretary of Defense Dick Cheney and Alexander Trowbridge, leaders in America, have had internship programs and have used them well.

I think that what, again, distinguishes this program from others is the fact that they tailor-make the program to the individual, but then have the group of students studying here in Washington, DC, for a semester, go through a very rich set of seminars and workshops that force them to really ask some questions about the experience that they're having.

As many of you know, some internship programs literally send them to Washington, line them up with a congressman or senator and say, "You're on your own." That's not the philosophy of the Washington Center because the Center really understands that beyond just the practicum, the work experience, there are questions that are going to be raised, and they need help sometimes to address some of these questions.

I think the other thing that the internship experience does is that for those of us who reside in places like Chicago—and I commute there, sir, on the weekends—the view of Washington is not always wonderful and glamorous and glorious. In fact, many people think Washington, DC, is sort of a den of iniquity.

What we know is that when young people come to Washington and have an experience like the one that they have at the Washington Center, they go away with a very different feeling. In Mr. Hayes's opening remarks, when he said that 22 percent of the graduates remain in the public sector, that's an indication of the strength of this program.

I will just talk about one of my biases and that is that the Washington Center specifically serves a great number of young women. In fact, over 50 percent of the program attendees are women. One of the programs that is my favorite is the seminar program that is offered by the Washington Center called the Women As Leaders

Program, where women come from colleges around the country, again for a shorter program, and they get to hear such people as Lindy Boggs and many leaders in our Congress. They also shadow executive women around the city, both in the public and private sector.

I think that the issue that I'm going to end with is simply that of housing. As I mentioned, this program does offer housing in its current form. I have to be honest with you that it is not adequate housing. It is one of the complaints that students have. Believe me, they're used to pretty basic student housing in their own campuses. The housing that we are now able to offer not only is inadequate, but I fear for, sometimes, the students' safety going back and forth.

This program does attract a wide variety of students from all different backgrounds, different ethnicity, male and female, rural, urban. Coming to Washington is a challenge for some of them. Quite frankly, they are fearful sometimes of coming to a city like Washington. So I think the kind of housing that needs to be provided is what we're after. I think, not only in terms of safety, but the fact that this program then becomes a center in the true sense for learning in the evening, for getting together with their colleagues on the weekends and in the evening, and sharing those experiences is very, very important.

So, we're here to ask you to consider this bill and to help provide for, what we think are the Nation's future leaders, adequate, safe, affordable housing that will be not the victim of rent increases, as we've known over the past several years, but which the center can control and make affordable for students.

Thank you.

[The prepared statement of Anne L. Bryant follows:]

Testimony of Anne L. Bryant, Ed.D.
Executive Director
American Association of University Women
before the
U.S. House of Representatives Committee on Education and Labor
The Subcommittee on Postsecondary Education
Hearing on H.R. 3859
February 6, 1990

Good morning. I am Anne Bryant, Executive Director of the American Association of University Women.

I have been acquainted with Bill Burke and The Washington Center since 1975, when Bill and his wife, Sheila, founded the Center. I have seen The Washington Center grow from the fledgling organization it was fifteen years ago to a major, nationally recognized institution, having served students from over 700 colleges and universities. As a member of The Washington Center's Board of Directors, I am extremely impressed with the integrity and dedication of the Center's staff, especially its president, Bill Burke. The Center is now widely known for providing programs of the very highest academic calibre for America's college students.

Like many people in this room I have also seen Washington Center interns at work in my own organization, the American Association of University Women. It has been my privilege to witness firsthand the learning process that this remarkable program provides. The Washington Center enables these students to add hands-on experience

to the philosophical and theoretical background they have gained at their home campuses. The value of this kind of opportunity cannot be overstated: young people are able to put into practice all that they have learned in the classroom, and are able to bring this new dimension of understanding back to school with them.

Many of our nation's leaders have also benefitted from college internship programs. Among them, Representative William H. Gray, III, of Pennsylvania; Secretary of Defense Richard Cheney; Stuart E. Eizenstat, Esq., former Assistant to President Carter; Mr. Alexander Trowbridge, former President, National Association of Manufacturers; and Mr. Kenneth Duberstein, former Chief of Staff for President Reagan, all made their starts as college interns.

The Washington Center's students leave here with a clearer idea of the relationship between their academic studies and their chosen professions, and are better prepared to take that vital step into the professional world when they finish school. They are able to bring maturity and practical skills to the jobs they enter after graduation, making them more valuable in the work-force. Often the work they do here leads them directly to employment after college. Examples exist within my own organization where, for instance, one of our former interns returned after graduation and has since moved to a policy-making position with the American Association of University Women.

As Executive Director of the American Association of University Women, I also appreciate The Washington Center because of the

opportunities it offers to our young women. Over half of the Center's interns and seminar participants are women. Also, The Washington Center has created the Women As Leaders Program, in recognition of the need to develop leadership opportunities for women in government, business, and the non-profit sectors.

The Women as Leaders Program is designed to help women develop leadership skills and job strategies that will give them a competitive edge in the professional world. Students participate in site visits, work-shops, lectures, debates, and group discussions. They meet women who have achieved leadership positions, and hear their strategies and perspectives.

Past Women as Leaders speakers include Representative Lindy Boggs (D-LA); Representative Elizabeth Patterson (D-SC); Marcia D. Greenberger, Esq., Managing Attorney, National Women's Law Center; and the Honorable Constance Horner, Undersecretary, Health and Human Services. Through the "mentor-for-a-day" program, each student is matched with a professional woman in her chosen field. She learns about the challenges and responsibilities she will face in the field, and receives valuable advice for her own career.

The students are not, however, the only beneficiaries of the internship programs. My organization has benefited tremendously, as have countless other service organizations, agencies, businesses, and congressional offices, from the opportunity to bring these students into our organizations for a semester, and

possibly to recruit from among them for permanent positions. Thousands of Washington Center students have interned here on Capitol Hill, in fact, and hundreds have been retained after graduation. The Washington Center's requirement of eighty percent professional work for its interns allows them to gain valuable work experience while they are here, making them more desirable job candidates after graduation.

The value of experiential learning in general has long been acknowledged in the academic and the professional worlds. I want to tell you about a special component The Washington Center experience offers; one that is unique and, I believe, priceless. The Washington Center instills a sense of civic responsibility and personal integrity through the seminars it offers and the programs that accompany each student's internship. Student learn how the government works and how individuals and policy-makers interact within the system. Many of our interns work here on Capitol Hill, and learn to appreciate our congressional system firsthand.

The Center's students are allowed to interact directly with national leaders, and through the examples these extraordinary individuals set for the students, and the words of wisdom they impart, students come to understand and appreciate their obligations as citizens of our nation and the world. They learn about the determination, skill, and dedication to quality required for true leadership. Our students take home with them, to all of the corners of our nation, not only professional experience, but

also this sense of civic responsibility, which Mr. Laingen addressed.

The Washington Center, then, plays a major role in providing the leadership this country will need to meet the many challenges it faces in the decades to come: The Center is relied upon heavily by many fine institutions of higher learning for the unique and high quality programs we offer. The concern that our students and our participating colleges and universities share with us, however, is that of safe and affordable housing for our students while they are in Washington. The Center's programs attract students of diverse geographic, ethnic, and economic backgrounds, and for many of our students, the excitement of learning and working in our nation's capital is accompanied by a fear of living in a large and unfamiliar city.

The Center does offer housing for its students, unlike some similar programs which leave students to find their own accommodations. We are not satisfied, however, with the calibre of the housing we are now able to offer, or the fluctuations in rent prices the Center and its students must endure as renters. The housing and education facility that The Washington Center proposes will offer comfortable and affordable housing in a convenient and safe location, accessible to Capitol Hill and Union Station. Through ownership, the Center can guarantee modest and stable housing costs for students. Students will also have convenient access to Washington Center staff, whose offices will be within the facility as well.

Their classrooms will also be located in this building, rather than being scattered throughout the city, creating a welcoming campus atmosphere.

The fifteen thousand alumni of The Washington Center can be found now in all walks of life, from serving as Chairman of a State Senate Appropriations Committee, to serving as an Administrative Assistant to a Senator, to helping the community through foundation work, to founding and serving as president of a well-respected consulting firm, to helping with policy-making decisions on my own staff at the American Association of University Women. One common denominator among this diverse group of alumni is the heightened sense of citizenship The Washington Center instills in them during their stay here in Washington.

As a Board member, an agency sponsor, and as the Executive Director of an organization concerned with the needs of our society, I am extremely impressed with the outstanding quality of the programs the Center offers our nation's young people. Whether they work in an arts-related organization, an independent sector service organization, or in one of your offices here on Capitol Hill, The Washington Center helps them prepare for productive and successful careers, and teaches them to understand, value, support, and serve our democracy.

Mr. HAYES. Thank you.

Mr. Dyckman.

Mr. DYCKMAN. Good morning. I'm Mark Dyckman, administrative assistant for Congressman Porter Goss from Florida. I'd like to thank the Chairman and the committee for giving me the opportunity to testify this morning. I guess I come from this in a little bit different perspective than some of the others, in that I was on the alumnus of the Washington Center program, having been through one of their first classes years ago, and have kept in touch a little bit with the program. Now that I'm back on the Hill in a position where I have an opportunity to actually do some hiring, I've taken in Washington Center interns in our particular office because I think they are extremely good. I've also spoken during the orientation program about Washington internships to the students, and I really believe in the program.

When I arrived in Washington 13 years ago, I was a junior in college, as most of the students are. As most juniors in college, I didn't really have any concept of what I wanted to do with my life. College was something that the more fortunate of us did between graduating from high school and going to work. I found that the Washington Center experience was extremely valuable and important to me.

During my four months in Washington, I think it was more enlightening than any semester or even a full year of my academic career. The Washington Center experience gave me a basic introduction to our national government, not available in any textbook. The opportunity to work on Capitol Hill left a lasting impression on me that has been a motivation for my present career.

The internships provided many important experiences. Some of these included: an introduction to national government, as I've already mentioned; a professional work experience, which is very important to young students; an enlightening cultural experience revolving around our nation's capital's numerous museums and cultural opportunities; and the first chance I ever had of living in an urban environment, which is something very important to students from throughout the country who may not have that opportunity.

I also had a greater chance than I had at my own particular school of meeting and getting to know different types of students from different parts of the country with different personal backgrounds, different ideologies, a real melting pot type of program this was. It was important to me because it gave me a real sense of perspective.

When I went back to school for my senior year, suddenly, with that sense of perspective and some maturing and working in a professional environment, my grade point average skyrocketed, which opened a number of additional opportunities for me. I've since gone on to a ten-year, at this point, career in government and politics in various areas, including presently with a United States congressman as his chief of staff in Washington.

The reason I mention that is not to talk about myself but just to highlight how my particular experience I don't think is terribly different than many of the students who have gone through the Washington Center program. The Washington Center recently has

been contacting their alumni to try to get a feel for what these folks have been doing.

I'd like to share quickly a recent survey of the Washington Center alumni, indicating the important goals that are met by this program. Ninety-four percent of the alumni report that their internship had a positive impact on preparation for their first professional position. Fifty-nine percent reported that their first position after graduation was either directly related or somewhat related to their internship.

Twenty-two percent have pursued careers in politics and government, which I think is critically important at this time when a professional career in politics and government is under attack by many out there in terms of ethics, in terms of its perceived low pay, in terms of just the general role of government in our society.

For us to train leaders for tomorrow that make up a broad cross-section of this country is extremely important. Sixty percent have pursued or intend to pursue Master's degrees. Eight-one percent consider their overall value of the Washington experience to be important. Seventy percent actually put it in the excellent category.

The final point I'd like to make, which I think has been made several times already, is that the Washington Center intern program includes a broad cross-section of students, encompassing universities located in congressional districts throughout the country. It's just not a Washington-based or one particular interest-based program.

The Center's program includes students of all races, religions, ethnic backgrounds, as well as both sexes. The experience provided is broad and enlightening, not only in terms of the work experience but of all the other seminars, educational opportunities that go along with the program. It's exactly the type of program this committee should be searching for, as you have to make those tough decisions of public support for a series of competing and worthy educational programs. I give it my wholehearted endorsement.

Thank you.

[The prepared statement of Mark Dyckman follows:]

Testimony of Mark Dyckman
Administrative Assistant, The Honorable Porter Goss, M.C.
before the
U.S. House of Representatives Committee on Education and Labor
The Subcommittee on Postsecondary Education
Hearing of H.R. 3859
February 6, 1990

As an alumnus of The Washington Center Internship Program, I would like to share with the Committee an informed perspective on the value of the program. When I arrived in Washington in January 1977, I was a junior from Villanova University without any real concept about what I wanted to do when I graduated. Like a great deal of college students thirteen years ago, and I would guess today as well, my post-graduate plans were very unclear. College was an experience that many young people had between high school and going to work.

The internship experience was extremely valuable and important to me. During the four months in Washington, my experience was more enlightening than any semester or even a full year of my academic career. The Washington Center experience gave me a basic introduction to our national government that was not available in any textbook. The opportunity to work on Capitol Hill left a lasting impression on me that has been a motivation for my present career. The internship provided many important experiences. Some of these experience included: an introduction to our national government as I have already mentioned; a professional work experience; an enlightening cultural experience revolving around our nation's capital's numerous museums and

cultural opportunities; the experience of living in an urban environment and the opportunity to meet a cross-section of individuals from throughout the country.

When I returned to Villanova for my senior year, I had a renewed sense of purpose. I knew that a career in politics or government was both achievable and stimulating. My grade point average skyrocketed giving me additional post-graduate options. I went on to graduate school at Columbia University and have held a series of political/governmental positions in my ten-year work experience.

The purpose of this personal reflection is to illustrate how a Washington internship experience can impact the lives of our young people. In this period of history where public service is coming under attack, scandals are too frequent and pay for talented leaders lags far behind the private sector, it is important to develop young talent. The Washington Center Internship Program provides such an opportunity.

A recent survey of Washington Center alumni indicates that this important goal is being achieved by the program.

- 94% of alumni report that their internship had a positive impact on preparation for their first professional position.

- 59% of alumni report that their first position after graduation was either directly related (31%) or somewhat related (28%) to their internship.
- 22% of alumni have pursued careers in politics or government, 19% in business, 19% in law, 16% in communications, 5% in health and science, and 11% in other fields.
- 60% have pursued or intend to pursue masters' degrees.
- As a result of living and working in Washington, 76% of alumni became more interested in national, state and/or local government; 9% became interested for the first time.
- Alumni view their internship (81%) and the overall value of the Washington experience (70%) as excellent.

Finally, I would like to point out that The Washington Center Internship Program includes a broad cross-section of students encompassing universities located in Congressional districts throughout America. The Center's program includes students of all races, religions and ethnic backgrounds as well as both sexes. The experience provided is broad and enlightening and the program itself represents a cross-section of America. It is exactly the type of program this Committee should be searching for as it makes the tough decisions regarding public support for many competing and worthy educational programs.

Mr. HAYES. Thank you. Since our hearing began, we have been joined by Congressman Gunderson from Wisconsin. I would give you, at this time, privilege, Congressman Gunderson, to enter into the record any opening statement you might want to make.

Mr. GUNDERSON. I appreciate that, Mr. Chairman. I want you all to know that as I sat down, he said, "This is going to be brief, so don't worry." So I think that was a signal he didn't want me to talk long. I'll go on from there. Thank you.

Mr. HAYES. Thank you. Now to get into the questioning. Oh, I've got one more? I forgot the doctor.

Dr. Aveilhe.

Mr. AVEILHE. Thank you, Mr. Chairman. I'm Clyde Aveilhe, Director of Federal Relations for the California State University system, the largest four-year university system in the country, with over 360,000 students on 20 campuses. Although I'll focus my remarks primarily on the California experience with the Washington Center, I'd like to underscore the fact that several hundred, I believe about 700, colleges and universities around the country, public and private, have been involved with the Washington Center.

It is my understanding that their experiences are very positive and echo the same kinds of experiences that we've had in the California system. The Washington Center, as we perceive it, has been a cost-effective partnership, which enables colleges and universities to extend their campuses to the Nation's capital. Quite briefly and bluntly put, the Center offers a kind of experience and a kind of educational menu that we simply could not replicate on our campuses.

I don't want to belabor the comments that have already been made about the facility, but I do want to indicate that we have had over 480 students from our system who have participated in this program, coming from about a dozen of our campuses. The only thing negative that we have picked up from people who have been involved in those experiences has to do with the lack of an adequate facility in which to house those students and also to offer certain kinds of programmatic offerings.

The Center has been housing students, I believe for about a decade, in the upper Sixteenth Street area of Northwest, which is not, certainly, for those of us who know the City of Washington, the safest area of town. It certainly causes concern for people on the campuses out in California and other institutions around the country and detracts a bit from what is a really fine program.

In addition to these concerns over security, the facility that currently exists is simply inadequate to allow for the kinds of programming that the Center is capable of putting on. In addition to that, it is simply illocated in terms of the various kinds of internships and placements and programs that our center conducts; for example, on Capitol Hill, in the Federal agencies and other relevant settings.

The proposed facility, I'd like to underscore, would not serve any single university but virtually any institution of higher learning in the Nation, where students from every college and university in the United States would be able to take advantage of the Washington Center's centrally-located facility, including students participat-

ing in internships—I think this is a very important point—internship programs other than the Center's.

So the facility would not even be limited to those who are actually participants in the Center's programs. Ownership of this facility would allow the Washington Center to avoid steep increases in housing fees that would have to be passed along to the affiliated institutions. One of the things I can tell you from the campus perspective is that one of the very attractive things about the Washington Center is that it is very, very cost effective.

We, in California, have what we're proud of, a low cost, higher ed system. A lot of programs that you can send students to, the costs become prohibitive because they are out of line with what our going costs are. This is not the case for the Washington Center.

I'd like to just take a minute to say a couple of things about the program itself. There's a semester-long internship program which is comprised of a work placement in the student's field of study, an academic course designed to complement the internship and two guest-speaker series. The Center's two- and three-week seminar programs, scheduled between school semesters and terms, address such topics as "The Transition in the Presidency" and "The Emergence of Minority Political Leadership."

The lecture series and seminar programs offer students the opportunity to meet and interact directly with national leaders and policymakers who share their own leadership styles as well as their expertise and insights into upcoming challenges facing the Nation.

In closing, I'd simply like to state that the California State University system believes that the proposed housing and educational facility will enhance the programs of the Washington Center for students of all geographic, ethnic and economic backgrounds. We are very happy to join with the many other fine institutions of higher education who are in support of the Washington Center's request.

Thank you, Mr. Chairman.

[The prepared statement of Clyde Aveilhe follows:]

Testimony of Dr. Clyde C. Aveilhe
Director, Office of Federal Relations
The California State University
before the
U.S. House of Representatives Committee on Education and Labor
The Subcommittee on Postsecondary Education
Hearing on H.R. 3859
February 6, 1990

Good morning. I am Dr. Clyde C. Aveilhe, Director of The California State University's Office of Federal Relations. We are the largest four-year university system in the country, enrolling more than 360,000 students on twenty campuses. I am here to speak on behalf of the hundreds of private and public colleges and universities across the country which comprise The Washington Center and, specifically, the universities within the California State system.

Through a cost-effective partnership, The Washington Center has enabled more than 700 colleges and universities nationwide to extend their campuses to the nation's capital. These institutions realize the important role of experiential education in the development of a well-rounded curriculum, and have joined together in an informal consortium to create an internship program that can provide placement, counseling, evaluation, and housing services to their students. The request we have before you today has received strong support from the schools served by The Washington Center--many institutions have expressed this support in letters and phone calls to you, their congressional representatives.

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The California State University has a long tradition of fostering internship and off-campus experiences among our undergraduate students and has been affiliated with The Washington Center for many years. Through the comprehensive programs of The Washington Center, our students are able to integrate classroom theory with practical experience, discover their professional strengths and weaknesses, question chosen career paths, and develop a strong sense of civic and professional responsibility. More than 480 students representing California State University campuses such as San Diego, Sacramento, San Francisco, Chico, Long Beach, Fullerton, Fresno, San Luis Obispo, Northridge, Bakersfield, and San Jose have earned academic credit for their participation in the Center's internship and seminar programs.

The semester-long internship program is comprised of a work placement in the student's field of study; an academic course designed to complement the internship; and two guest speaker series. The Center's two- and three-week seminar programs, scheduled between school semesters and terms, address such topics as the transition in the Presidency and the emergence of minority political leadership. The lecture series and seminar programs offer students the opportunity to meet and interact directly with national leaders and policy-makers who share their own leadership styles, as well as their expertise and insights into upcoming challenges facing the nation. For participation in the

internship program, students are awarded nine to fifteen credit hours; students receive two to five credit hours for taking part in the seminar programs.

The programs of The Washington Center are nationally recognized for their exceptional academic quality. However, the residential and seminar facilities currently available to The Washington Center are less than adequate to meet the high level of academic quality demanded by the hundreds of institutions that rely on the Center's educational resources. For ten years, the Center has housed interns and seminar participants at The Woodner Apartments on upper Sixteenth Street in Northwest Washington, D.C. The personal safety of students is of major concern to Washington Center staff, faculty advisors and parents, and is an important factor in the decision to change housing locations. Proximity and convenience to internship sites is also important--commuting time for interns ranges from 30 to 50 minutes. In addition, no-cost classroom and seminar facilities are often located some distance from work and housing.

This proposed facility will serve not just <u>one</u> university, but virtually every institution of higher learning in the nation. Students from every college and university in the United States will be able to take advantage of The Washington Center's centrally-located housing facility, including students participating in internship programs other than the Center's.

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Ownership of this facility will allow The Washington Center to avoid steep increases in housing fees that would have to be passed along to affiliated institutions and then to the students; thereby excluding students from lower economic levels from the benefits of the Center's programs.

The California State University believes that the proposed housing and educational facility will enhance the programs of The Washington Center for students of all geographic, ethnic and economic backgrounds. We join with the many other fine institutions of higher education in support of The Washington Center's request for federal funding.

Mr. HAYES. Thank you, Doctor. You've all made what I considered a good case in support of the bill, very short on language, but the bill itself still asks for money. As you know, this institution, which I'm a part of, is sometimes very reluctant to spend money in areas where we are not already spending it, and sometimes we have difficulty retaining the continuation that we have now, particularly in areas of education.

I'd like, if I could, to raise a few questions with you, Mr. Burke. I understand you are the largest organization that offers internship programs in DC for college students. Do you know how many other organizations there are?

Mr. BURKE. There's no independent nonprofit organization in Washington at the college level that offers internship programs for any public or private university across the country. There are select institutions that do have Washington programs and run it on their own.

Mr. HAYES. Can you briefly give us some reasons as to why we should fund yours in particular?

Mr. BURKE. Numerous ones. As I say, the Washington Center is the only institution of it's kind here in the city. The institution is really a partnership with the universities across the country. As Dr. Aveilhe said, there's over 700 public and private universities that have agreed to award academic credit to their students that participate in the program.

The program is really a partnership with those universities. The vast majority of those institutions cover the tuition program or tuition fees to the Washington Center. The students are not doubly billed. It allows the university across the country to have a very cost-effective program. We're, in reality, an academic and an administrative extension of hundreds of universities across the country.

The building that we need is a partnership. We've stated that we would go to the private sector and we would raise and match the funds that we're asking Congress for. The Washington Center, in over 15 years, has had no Federal support. It's funded by the fee that we charge, as I say, that the universities and the students pay. That's 83 percent of the budget. The other 17 percent has come from the private sector primarily for scholarships.

We have a major agenda of attempting to make this program available to all students on any economic level.

Mr. HAYES. Could you be specific as to what it costs a student?

Mr. BURKE. We have a fall, spring and summer internship program. The fee for the full semester, the 15 weeks, is just about $1700 per student per semester. In the summer it goes down to $1400 per student per semester. Over and above that, there's the housing fee. The housing fee right now is close to $1300 a semester.

Mr. HAYES. How do you handle the student who can't afford to pay it?

Mr. BURKE. We go out on our own and we attempt to raise scholarship support. Last year the Washington Center, in scholarships and fellowships, was able to give away a quarter of a million dollars to those students who could not afford the program. We're constantly out fund-raising. There's three people on our staff that

spend full time raising money to make the program eligible for those students that cannot afford it.

I should relate that this housing has a major impact on that. We just had to pass on a 22 percent increase from the housing where we're at now, the rent, on to students. We're excluding students economically from the program because of those housing costs. So it's not only location and safety, but it's the cost that we're extremely concerned with.

Mr. HAYES. Could you elaborate just a little bit on Minority Leaders Fellowship Program?

Mr. BURKE. Two things: The Washington Center, in its board of directors meeting a few years ago, determined we wanted a minimum of 20 percent minority participation. We are not at that yet. Last year we were at 16 percent. The minority leadership program is a program that we felt we wanted to, as we say, increase the number of minority students, so we designed this Minority Leaders Fellowship Program, which is a one-week program on leadership followed by a nine-week traditional internship program.

We went to the private sector to secure financing for as many fellows as possible. We were able to secure enough funds to fund 35 students last year. We had 404 college presidents nominate 404 students, and we were able to fund 35. This year, our goal is to try to double that. I don't think we'll double it, but I know we will increase it.

The minority program, those students, Minority Leaders Fellowship Program, really the best of the universities—the average is 3.2 on a cum—they interned all over here in Washington. There's a tremendous pent-up demand on the campuses for that type of program. I should reiterate there are many leaders, as Dr. Bryant mentioned, in government that did do internships: Dick Cheney, Stuart Eisenstadt, Ken Dubestein, many people. I believe if you give the best and the brightest the opportunity, give them the access, that they will move up. That's, to me, what it's about.

Mr. HAYES. Cheney's got an adjunct to what you've said. Former Congressman Cheney certainly holds a responsible position now in our government, a determination or sense of direction, particularly in the area of foreign policy.

I would like, if I could, to ask you, Dr. Bryant, you mentioned the question of housing security. Do you have any record of incidents of violence against students or anything of that sort? If so, I'd like to get it into the record.

Ms. BRYANT. I would not know that. Bill?

Mr. BURKE. Over the 15 years of the Center, we have been fortunate not to have any major serious violence occur, but there's no question that there have been robberies and burglaries that the students have been involved in over the years. That's a major concern we have. We do not have full total control over the building because we only lease 12 percent of this building we're in now.

The advantage of a new facility is, we'd have 100 percent control over that facility. Its location is only a few blocks from here rather than two-and-a-half miles up Sixteenth Street. So the location and us having control would, without question, help on the security. It's the universities that are constantly asking us to get better housing. The Washington Center really is a conduit for those universities.

Mr. HAYES. Congressman Owens?

Mr. OWENS. It's obvious that this is a good, practical, sound idea and the cost/benefit ratio is quite high. I suppose the other side left. They left a proxy with you.

Mr. HAYES. I wish he would.

Mr. OWENS. There's obviously bipartisan agreement, since nobody's here to knock it.

[Laughter.]

Mr. OWENS. So I congratulate you and I hope that we can fight to expeditiously take this authorization through, and in both the authorization and the appropriation you will succeed.

I do have one question in which I wonder, to what degree do you work with two major minority organizations, the United Negro College Fund and the National Association for Equal Opportunity, NAFEO. Is there any interaction?

Mr. BURKE. The United College Fund we work with very little. NAFEO, which represents, as you know, the 105 historically black and traditional institutions, Dr. Samuel Myers was on our board for over four years, and we worked very, very close with NAFEO. There are approximately 35 of those institutions that are within our 700 colleges that have agreed to award academic credit to their students. So we're very involved with NAFEO, and I'm sure Dr. Myers will continue his support for the Center.

Mr. OWENS. I wish you luck. I certainly will serve as an advocate with the rest of the members of this committee so we can push this forward.

Mr. BURKE. Thank you, Mr. Owens.

Mr. OWENS. No further questions.

Mr. HAYES. Well, I think my predictions were correct in the beginning. I indicated to my colleague, Mr. Gunderson, that we'd have a short hearing. We've reached the point now where we are ready to conclude it.

I should indicate that the absence of the chairman of our Subcommittee on Postsecondary Education, Congressman Williams, is due to an emergency that occurred involving his own State of Montana. Certainly, one has to take care of home base first. His absence certainly doesn't indicate his lack of interest and concern about the subject matter before the subcommittee. I'm sure he'll do everything he can to push it to the full Committee on Education and Labor and get their approval, if at all possible.

Hopefully, with bipartisan support as you indicated Congressman Owens, we can get the House of Representatives to do what they should do and approve this bill itself. I'd be going cross-currents with my own conscience, though, if I didn't indicate to you that, again, sometimes it looks like to me we get our priorities mixed up when it comes to spending money in this House of Representatives, which I'm a part of. I've often said that to train and educate our young, as you've indicated here, is one of the best defenses for the future that this nation of ours could ever have.

I'll rest on that. Thank you very much.

Mr. BURKE. Thank you, Mr. Hayes. We appreciate it. Thank you, Mr. Owens.

Mr. HAYES. The hearing is over.

[Whereupon, at 10:20 a.m., the subcommittee was adjourned.]

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